

## INTRODUCTION TO HEALTH CARE SPECIALTIES

*DOE #5211*

*CIP Code: 51.0999 Allied Health Diagnostic, Intervention, and Treatment Professions,  
Other or 51.0909 Surgical/Technology/Technologist*

*Introduction to Health Care Specialties* is designed to help students gain further insight into the health care industry by introducing them to a number of different health disciplines. A variety of instructional strategies and technologies are used to teach the knowledge, attitudes, and skills related to: surgery, respiratory therapy, gerontology, rehabilitation/restorative care, and alternative treatment modalities. Students have the opportunity to gain additional competencies as they participate in simulated activities and procedures in the classroom. On-site experiences will be used to supplement course content. Participation in HOSA provides the students the opportunity to compete in a variety of competitive events at both the state and national level.

- Recommended Grade Level: 11-12
- Required Prerequisite: None
- Recommended Prerequisite: Introduction to Health Care Systems or Integrated Health Sciences I & II
- Credits: A one semester course, two credits per semester
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma directed elective course
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Academic content standards:  
[http://www.doe.state.in.us/octe/health/hce/health\\_care\\_specialties.pdf](http://www.doe.state.in.us/octe/health/hce/health_care_specialties.pdf)
- Curriculum Framework:  
[http://www.doe.state.in.us/octe/health/hce/health\\_care\\_specialties.pdf](http://www.doe.state.in.us/octe/health/hce/health_care_specialties.pdf)
- Teacher Requirements: <http://doe.state.in.us/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available if taught by CTE licensed Health Sciences teacher

### *Content Standards and Competencies*

The following are measurable exit standards and competencies that students should know and be able to do at the conclusion of the course. The content standards and competencies do not define a specific sequence for teaching and learning. While all content standards and competencies should be addressed in some way, teaching order and areas of emphasis will vary according to local needs.

#### **1. CAREER OPTIONS: EXPLORE CAREER OPTIONS IN A VARIETY OF HEALTH DISCIPLINES.**

- 1.1. Investigate careers in surgery, medicine, anesthesiology, gerontology, and respiratory and physical therapy.
- 1.2. Investigate the educational requirements of careers in surgery, medicine, anesthesiology, gerontology, and respiratory and physical therapy.

1.3. Describe the role of the surgeon, physician, gerontologist, anesthesiologist, surgical technician, and the respiratory and physical therapist.

**2. PROFESSIONAL BEHAVIOR: DISPLAY BEHAVIOR APPROPRIATE OF A HEALTH CARE PROVIDER.**

- 2.1. Interact with team members and patients in a positive and pleasant manner.
- 2.2. Maintain patient confidentiality.

**3. COMMUNICATION: COMMUNICATE EFFECTIVELY USING APPROPRIATE MEDICAL TERMINOLOGY AND ABBREVIATIONS.**

- 3.1. Record subjective and objective data using medical terms and abbreviations that are commonly used in the areas of study.
- 3.2. Identify by name instruments that are used to perform minor surgery.

**4. THE SURGICAL PATIENT: DEMONSTRATE SKILLS RELATED TO THE CARE OF THE SURGICAL PATIENT.**

- 4.1. Prepare a patient for surgery using a pre-operative check list.
- 4.2. Relate a patient's medical history to a proposed surgical procedure.
- 4.3. Transport a patient by stretcher.
- 4.4. Correctly don sterile gown, gloves, mask, and cap.
- 4.5. Prepare a sterile field for minor surgery.
- 4.6. Name various types of anesthetic agents and describe the characteristics of each.
- 4.7. Record patient observations using a post-operative flow sheet following a surgical procedure.
- 4.8. Position patients in supine, prone, lateral, Fowler's, and Trendelenburg positions.
- 4.9. Instruct and assist a patient to turn, cough, and deep breath.
- 4.10. Instruct the patient in the use of a breathing exerciser.
- 4.11. Monitor intravenous infusions.
- 4.12. Apply clean/sterile dressings.
- 4.13. Assist the patient with elimination.

**5. RESPIRATORY THERAPY: CARE FOR A PATIENT RECEIVING RESPIRATORY THERAPY.**

- 5.1. Describe medical conditions that require oxygen therapy.
- 5.2. Describe the various types of oxygen administration.
- 5.3. Measure a patient's oxygen level using an oximeter.
- 5.4. Describe nursing measures that accompany oxygen administration.
- 5.5. Perform chest percussion and record on patient's flow sheet.

**6. GERONTOLOGY: PERFORM ACTIVITIES RELATED TO CARE OF THE ELDERLY.**

- 6.1. Describe various aspects of the aging process.
- 6.2. Describe diseases and disorders common to the elderly.
- 6.3. Assist an elderly patient with reality orientation.
- 6.4. Develop a one month activity calendar for a specific elderly patient.
- 6.5. Compile a list of safety measures that are necessary in the care of the elderly.

- 6.6. Instruct an elderly individual in the use of a cane and a walker.
- 6.7. Demonstrate communication techniques useful when caring for patients that are hearing and visually impaired.
- 6.8. Relate the cost of hearing aids, glasses, and pharmaceuticals that are commonly used by the elderly to patient compliance. .
- 6.9. Predict the impact of an ever increasing elderly population on society.

**7. REHABILITATIVE AND RESTORATIVE CARE: ASSIST OTHERS TO PROVIDE REHABILITATIVE AND RESTORATIVE CARE.**

- 7.1. Assist patients with self help measures.
- 7.2. Describe the steps in bowel and bladder training.
- 7.3. Assist a patient with prescribed exercises.
- 7.4. Perform passive range of motion exercises.

**8. ALTERNATIVE TREATMENT MODALITIES/SITES: DESCRIBE VARIOUS ALTERNATIVE TREATMENT MODALITIES AND SITES.**

- 8.1. Compare and contrast various alternative methods of treatment.
- 8.2. List local facilities that provide patients with alternative methods of treatments.